

Migrant Education Program

2017 Summer Term Guidelines

**Authorized by the
Every Student Succeeds Act of 2015**



**State of Wisconsin
Department of Public Instruction**

**Tony Evers, PhD
State Superintendent**

This publication is available from:

Title I and School Support Team
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703

http://dpi.wi.gov/ssos/sup_forms.html

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.



Printed on Recycled Paper

Table of Contents

I.	Overview	2
II.	Eligibility Criteria	2
III.	Available Funds	2
IV.	Use of Funds	2
V.	Program Elements	3
A.	Application	3
B.	Required Program Reports	4
C.	Timeline	6
D.	Review Process	6
VI.	Financial Requirements	7
A.	General Requirements	7
B.	Budget Revisions	7
C.	Financial Claims.....	7
Appendix		
A.	Reviewer Rubric.....	8

I. Overview

The general purpose of the Migrant Education Program (MEP) as set forth in Section 1301 of the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) is to ensure that migratory children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps State Education Agencies (SEAs) and Local Education Agencies (LEAs) address the special educational needs of migratory children to better enable migratory children to succeed academically. More specifically, the purposes of the MEP as stated in Section 1301 are as follows:

1. To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
2. To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.

To help migratory children benefit from State and local systemic reforms.

II. Eligibility Criteria

Eligible districts must serve at least 10 eligible migrant students. The Department of Public Instruction (DPI) will contact eligible districts. In the event that no migrant students arrive for an expected program, the Local Education Agency (LEA) must inform DPI at the start of the expected program.

III. Available Funds

This grant period runs from July 1, 2017, through August 31, 2017. Funds are allocated for migrant programs and projects based on program needs, and on negotiation. Grant activities for the award must be completed by August 31, 2017 and a final claim is due November 30, 2017. Carryover is not allowed.

IV. Use of Funds

Title I, Part C funds shall be used to meet identified academic and support needs of migratory children that result from the effects of their migratory lifestyle and disruption to their education. These funds permit effective participation in activities not provided under other programs.

In providing services with funds received under Title I, Part C, each recipient shall give priority to migratory children who have made a qualifying move within the previous one year period and who are failing, or most at risk of failing, to meet the challenging State academic content standards or have dropped out of school. If Title I, Part C funds remain after these students unique needs have been met, they can be used to provide service for other eligible migratory children.

Title I, Part C funds may be used for educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets.

Local operating agencies may use MEP funds to provide the following types of services:

- instructional services (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring);

- support services (e.g., educationally related activities, such as advocacy for migrant children; health, nutrition, and social services for migrant families; transportation);
- professional development (e.g., training programs for school personnel to enhance their ability to understand and appropriately respond to the needs of migrant children);
- parental involvement activities;
- identification and recruitment;
- coordination activities with other agencies, both within the State and with other States nationwide, including the transfer of student records;
- comprehensive needs assessment activities; and
- evaluation of the MEP services.

V. Program Elements

A. Application

Section I – General Information

Complete all information. All contact information should include personnel that work directly with the Migrant Education Program. Make sure to identify the person responsible for Identification and Recruitment, and the person responsible for data collection including migrant student records. If you do not have a recruiter working in your district and use statewide recruiter, Erik Nordgren, please enter his name in the recruiter line.

Section II – Abstract

No action is required.

Section III-VII – Certification/Signatures; Assurances; and Certification Covering Debarment

The agency administrator and school board clerk or charter school authorizer (*if applicable*) must sign the certification section.

Section VIII – Private School Information

Check the box if there are no private schools in the district boundaries or if migrant students do not attend private schools.

Complete the page if migrant children are enrolled in private schools.

Section IX – Needs Assessment

When determining the population estimates of eligible migrant children, consider current and previous term's data including, but not limited to, the number of students, working conditions, current knowledge of employment trends in the area such as the closing of a workplace or drought, and communication with the families and students already in your community for the season.

Use the following definitions when completing section IX

Migratory Child (Section 1309(3))

The term “migratory child” means a child or youth who made a qualifying move in the preceding 36 months –

- a. as a migratory agricultural worker or a migratory fisher; or
- b. with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

Migratory Agricultural Worker (Section 1309(2))

The term “migratory agricultural worker” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agricultural, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such employment and has a recent history of moves for temporary or seasonal agricultural employment.

Migratory Fisher (Section 1309(4))

The term “migratory fisher” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such employment and has a recent history of moves for temporary or seasonal agricultural employment.

Qualifying Move (Section 1309(5))

The term qualifying move means a move due to economic necessity –

- a. from one residence to another residence, and
- b. from one school district to another school district, except –
 - i. in the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another with such district, or
 - ii. in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.

English Language Proficiency Levels (LEP) ([Wisconsin State Statutes](#) (115.955))

“Limited-English proficient pupil” (LEP) means a pupil whose ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, nonschool surroundings, and who has difficulty, as defined by the rule by the state superintendent, in performing ordinary classwork in English a result of such limited English language proficiency. The school board shall classify each LEP pupil by levels of language proficiency. The definitions of the limited-English language proficiency levels, are defined in [Wisconsin Administrative Rule PI 13.08](#).

Priority for Services (PFS) to Migratory Children (Section 1304(d))

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic content standards or have dropped out of school.

A student would be identified as PFS if they met any of the following criteria:

- **State and local academic achievement**
Any student that has been designated as failed, absent, exempt, not tested, or not scored on any one of the state and local academic achievement tests. Local academic achievement data may include school or district assessments, in-class teacher observations, and other accessible formative assessment data.
- **Not English Proficient (NEP) or Limited English Proficient (LEP)**
Students that have been designated as NEP or LEP

- **Retained**
Students in grades K-8 that have been retain in the same grade as the previous year.
- **Over Age for Current Grade Level**
Student that is over traditional school age for his or her grade level and lacks adequate credit hours for his or her grade level. Per NGS: For grades K-2 age > grade + 6 OR age > 6 for kindergarten (K > 6; 1 > 7; 2 > 8).
- **Course History**
Students in grades 9-12 that have failed one or more core high school courses or are not on track for graduation.
- **Out-of-School Youth (OSY)**
School aged students through age 21 that have not graduated and are not attending school.

Section X – Program Schedule

If your program schedule is not yet determined, please include an anticipated schedule in the application and send an updated schedule to DPI when program starts and the schedule is finalized.

Section XI – Integration and Coordination of Services

When completing this section, please consider the needs of all eligible migrant children, including elementary and secondary students, and children not attending school (OSY, preschool). See rubric for more details.

Section XII – Local Plan

The State goals of the Migrant Education Program (per the federal performance indicators) are to:

- a. increase the percentage of students proficient in reading;
- b. increase the percentage of students proficient in mathematics;
- c. increase the percentage of students who complete high school; and
- d. decrease the number of students who drop out of school after entering grades 7-12.

The State's Measurable Program Objectives (MPOs) are identified in the application and focus on credit accrual, attendance, family engagement, literacy, and mathematics.

The local plan must relate to the State's Measurable Program Objectives listed in the application. Applicants are required to identify local Measurable Program Objectives for attendance, family engagement, and credit accrual (for programs with secondary students). Additionally, applicants must identify a local Measurable Program Objective for literacy and/or mathematics.

Clearly written objectives provide the basis for future evaluation activities. Objectives should be measurable, time limited, logically related to goals, and describe outcomes for students, staff and families.

Evidence/Evaluation Tool

Evaluation is defined as a continuous process of systematically gathering, analyzing, and interpreting data and information upon which decisions can be made relative to the effectiveness and efficiency of the project.

Provide information on all aspects of the planned evaluation procedures to be used in determining whether the project's goals and objectives are related to federal and state identified goals. For each of the items listed, provide a written description of how the project will address the specifics of that item.

Local projects will be required to report to DPI on the efficacy of their local MPOs at the end of the term.

Section XIII and XIV – Budget Detail and Budget Summary

Schools should contact their business manager for assistance with the budget portion of the application. The Budget Detail and Budget Summary require districts to specify how the grant expenses are allocated by budget category (e.g., salary, fringe benefits, non-capital objects, etc.). The budget should coincide with the activities listed in the local plan. The budget must contain expenses for the entire grant period.

B. Required Program Reports

In order for a migrant child to have Title I-C services, a certificate of eligibility (COE) is required. For all served migrant children, a student academic progress report is required within two weeks of student leaving the school or completing the regular school year.

All educational and support services data must also be prepared for entry into the New Generation System (NGS) in a timely manner, which is automatically updated daily to the Migrant Student Information Exchange (MSIX) system.

Additionally, follow federal regulations for student reporting and timely transfer of records according to statutory requirements Title I, Part C, Sections 1303(f); 1304(c)(8) and 1304(e); Title IX, Part C, Section 9303, and regulatory requirements 34 CFR Part 200, Subpart C.

Grantees must submit an End-of-Term report including reflection and evaluation.

C. Timeline

Applicant will submit an End-of-Term report no later than 30 days after the close of the project. A final program fiscal report (PI-1086) must be received by DPI no later than 90 days after the end of the project.

Event	Date
Grant applications due	May 31, 2017
Implementation Period	July 2017 – August 2017
Enrollment and Residency at Start of Term (ERST)	Start of Summer Program
Final financial claims due	November 30, 2017

D. Review Process

At least one DPI staff member will use the rubric in Appendix A to review each grant application.

VI. Financial Requirements

A. General Requirements

DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. Applicants are required to specify how the grant expenses are allocated by budget category (e.g., salary, fringe benefits, non-capital objects, etc.). The budget should coincide with the activities listed in the grant plan. Grantees must complete grant activities and encumber expenses by November 30, 2017. **Carryover is not allowed.**

a) Eligible Expenses

Applicants must submit a budget with a focus on a viable migrant education program, including personnel.

b) Ineligible Expenses

Districts may not spend all grant funds on capital objects and may not use grant funds for any activity that is not directly related to removing educational barriers for migrant children.

c) Supplement, not Supplant

Funds must be used to supplement, not supplant, efforts funded by local dollars.

Districts shall adhere to the guidelines set by the Wisconsin Uniform Financial Accounting Requirements (WUFAR). Information about WUFAR is available on DPI's website at <http://dpi.wi.gov/sfs/finances/wufar/overview>.

Districts shall also follow the guidelines set forth in the federal Education Department General Administrative Regulations (EDGAR) and the federal Uniform Grant Guidance 2CFR Part 200.

B. Budget Revisions

Requests for budget revisions are required when significant changes need to be made to the original approved budget. An increase or decrease of 10 percent or more in any budget summary line requires approval by DPI.

The district shall not expend funds until DPI approves the budget revision.

To request a budget revision, grant recipients shall submit the budget detail and budget summary from the approved application reflecting the proposed modification along with a narrative explaining the reasoning for the modification. Submit budget modifications to Clara Pfeiffer, grants specialist, at (608) 261-6324 or clara.pfeiffer@dpi.wi.gov. DPI will notify recipients of the approval or denial in writing.

C. Financial Claims

A final program fiscal report is due November 30, 2017. Questions regarding financial claims should be directed to Alan Virnig, senior accountant, at (608) 266-2428 or alan.virnig@dpi.wi.gov.

Districts must complete grant activities and encumber expenses for the 2017 summer grant term by November 30, 2017. Carryover is not allowed.

Appendix A: Scoring Rubric Migrant Education Summer Program Application

Applicant School: _____

Reviewer Name: _____

REVIEWER OVERVIEW

For the section below, compile the results from the rest of the application to make a final determination about the quality of this application.

Section	Rating	
	Complete	Not Complete
Section I – General Information	<input type="checkbox"/>	<input type="checkbox"/>
Section II – Abstract	N/A	N/A
Section III – Certification/Signatures	<input type="checkbox"/>	<input type="checkbox"/>
Sections IV-V – Assurances	N/A	N/A
Section VI – Certification Covering Debarment	<input type="checkbox"/>	<input type="checkbox"/>
Section VII – Instructions for Certification	N/A	N/A
Section VIII – Private School Information	<input type="checkbox"/>	<input type="checkbox"/>
	Acceptable	Needs Revisions
Section IX – Needs Assessment		
Section X – Program Schedule		
Section XI – Integration and Coordination of Services		
Section XII – Local Plan		
Sections XIII and XIV – Budget Detail and Budget Summary		

☐ **Acceptable**

The grant application is acceptable as written.

☐ **Needs Revisions**

DPI will need to work with the school before application is approved.

Reviewer Justification:

SECTION IX: NEEDS ASSESSMENT

Content	Indicators that Demonstrate an Acceptable Response
<ol style="list-style-type: none">1. In the table below, determine the population estimates of eligible migrant children to be served in the summer 2017 term (July/August)<ol style="list-style-type: none">a. Including: PFS, LEP, Special Education, Homeless2. If any children to be served qualify for Section 1304(e), Continuation of Services (COS), estimate the number of children by category.3. Identify the agricultural or fisher employers in the area who hire/will hire migratory workers seasonally or temporarily during the summer of 2017. Indicate the anticipated arrival and departure months of migratory children for each employer.	<ol style="list-style-type: none">1. Population estimates are complete and as accurate as possible.<ul style="list-style-type: none">○ All sub-sections are less than the total number of students.○ At least 10 unduplicated students are identified in the needs assessment.In the identification table, the number of children to be served is equal to the number of children identified unless otherwise explained.3. The information about the employers and arrival estimates describes all of the work in the local area with names of specific employers.
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

Reviewer Comments:

SECTION X: PROGRAM SCHEDULE

Content	Indicators that Demonstrate an Acceptable Response
List services dates for elementary and secondary programs. Provide the weekly schedule for elementary and secondary programs.	<ul style="list-style-type: none">• Service dates section is complete for both elementary and secondary programs.• Weekly schedule section is complete for both elementary and secondary programs.
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

Reviewer Comments:

SECTION XI: INTEGRATION AND COORDINATION OF SERVICES

Content	Indicators that Demonstrate an Acceptable Response
<ol style="list-style-type: none"> 1. Describe the coordination efforts to integrate multiple funding sources and resources to improve migrant student services. Include any examples of federal, state, and/or local funding, partnerships, and/or special resources. 2. Describe your interstate and intrastate coordination efforts regarding credit accrual, timely transfer of student records, and out-of-state testing. Consider both elementary and secondary needs. 	<ol style="list-style-type: none"> 1. The description of coordination includes: <ul style="list-style-type: none"> ○ integration of multiple funding sources and resources ○ examples of federal, state, or local funding sources ○ partnerships or special resources Please include specific names of organizations and funding sources. 2. There is a specific process outlined for: <ul style="list-style-type: none"> ○ interstate and intrastate coordination; ○ credit accrual; ○ record transfer; ○ out-of-state testing; and ○ inclusion of both elementary and secondary needs, including Out-of-School youth. <p>The process demonstrates detailed steps to guarantee successful transfer of records for both elementary and secondary students; ways to overcome common barriers in the records transfer process; and a plan specifically designed for serving Out-of-School youth.</p>
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

Reviewer Comments:

SECTION XII: LOCAL PLAN

Question	Indicators that Demonstrate an Acceptable Response
<p>Complete Local Plan including:</p> <ul style="list-style-type: none"> ● Local Project Measurable Program Objective (MPO) ● Activity ● Staff Responsible ● Evidence and Evaluation Tools <p>Required objectives: Attendance, Family Engagement, Credit Accrual (for programs with secondary students)</p> <p>Complete at least one of the following objectives: Literacy, Mathematics</p>	<ul style="list-style-type: none"> ● Local Project Measurable Program Objectives: there is at least one local project measurable program objective identified in <ul style="list-style-type: none"> ○ literacy and/or mathematics ○ credit accrual (if any secondary students were listed in the needs assessment) ○ attendance ○ family engagement ● The local project measurable program objective is written so that it is measurable, time limited, logically related to the area, and describes outcomes for students, staff and families. ● Activities listed: <ul style="list-style-type: none"> ○ are directly related to accomplishing the outlined goals, and ○ include enough detail to understand what will be seen in the program. ● All MPOs are designed based on the needs of the students. ● Names of specific staff members are listed and reflected in the budget detail section if applicable. ● The evidence and evaluation tools are directly related to the local MPO and the activity so effectiveness of the activity can be measured at the end of the program. ● The attendance local MPO and activities are thoughtfully designed to encourage high attendance with the needs of students and families in mind. ● The family engagement local MPO and activities demonstrate two-way communication and meaningful input from migrant families around their children's education.
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

Reviewer Comments:

SECTION XIII: BUDGET DETAIL AND BUDGET SUMMARY

Indicators that Demonstrate an Acceptable Response	
Budget Detail is aligned with Local Plan. Budget Summary is aligned with the Local Plan and Budget Detail pages.	
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions

Reviewer Comments: